

**CHELMSFORD COLLEGE
QUALITY AND LEARNERS COMMITTEE
5 November 2019 – 2.00 pm**

PRESENT: Sarah Noble (Chair)
Susan Hughes
Janet Maynard
Christian Norman
Elaine Oddie
Thomas Pipe (Student Governor)
Andy Sparks (Principal)
Barbara Vohmann

IN ATTENDANCE:

Penny Petch (Director of Teaching, Learning & Quality)
Caroline Williams (Deputy Principal)
Debs Hurst (Vice Principal, Finance & Corporate Services)
Alison Davies (Director of Curriculum, Moulsham Street)
Marco Iciek (Director of Learner Development & Inclusion)
Mark Emerson (Director of Information Services)
Simon Drane (Director of Curriculum, Princes Road)
Lisa Houghton (CAM – English and maths) (minute **635** only)
Rob Millea FCA (Clerk to the Corporation)
Joanne Harrington (Assistant Clerk)

629. APOLOGIES FOR ABSENCE

Apologies for Absence were received from Seena Shah (on leave of absence).

630. DECLARATION OF INTERESTS AND CONFIDENTIAL ITEMS

Barbara Vohmann declared her interest as a staff member at Anglia Ruskin University. The Clerk declared his interest as Company Secretary of Essex Shared Services Limited.

Elaine Oddie and Andy Sparks declared their interests as Directors of Essex Shared Services Limited. Andy Sparks also declared his interest as acting Chair and Director of ACER Limited (dormant).

Christian Norman declared his interest as an employee of Essex County Council Adult Community Learning.

Debs Hurst informed the Committee that she continues in her role as a Member Representative on the Essex LGPS Advisory Board.

No other declarations made.

No confidential items were notified.

631. URGENT BUSINESS

There were no items of Urgent Business.

632. MINUTES OF THE MEETING HELD ON 14 MAY 2019

The Minutes of the Meeting held on Tuesday 14 May 2019 were **APPROVED** and **SIGNED** by the Chair.

633. MATTERS ARISING

The Clerk provided a summary of Action Points from the last Meeting and current status.

The Committee noted that the Board had approved the Curriculum Plan for 2018-19 at its Meeting on 4 July 2019 on the recommendation of this Committee.

Governor questions

The Principal advised that the Princes Road lockdown alarm has been tested but not yet with students present. This will be arranged shortly.

The Deputy Principal mentioned that the introduction of T Levels is the responsibility of the Curriculum & Innovation Steering Group.

It was agreed, following a question by the Chair, that poor retention of students and lower achievement rates in some areas in 2018/19 need to be more explicit in the risk register. Accordingly, the wording of Risk 24 (retention) and Risk 10 (inconsistent outcomes) needs to be amended. The Committee noted that achievement rates are not pass rates.

634. TEACHING LEARNING & ASSESSMENT

Penny Petch (Head of Teaching & Learning) **PRESENTED** a Report on the observation of TLA in 2018-19 and a table of actions proposed for the current year.

The key points of the Report for last year were:

- 257 observations this year, slightly more than last year (253)
- 88% (last year 84%) of teachers meet all 5KE (target for the year 90%)
- If teaching staff who have left in 2018-19 are removed from the dataset, then the rate rises to 92% of teachers meeting 5KE, which represents an improvement on last year
- Teachers not meeting 5KE continue to be supported through the ACE programme (25 in all)
- 336 Learning Walks took place (last year 379)
- Departments achieving below the College average were Electrical and Engineering, Construction, Health, Childcare, Access, Media and Tutorial (learning coaches)

The Key Actions planned for this year were itemised in the Report and included the following:

- Review of an implementation of revised observation process
- Review of Learning Walks to be replaced by focused reviews of provision
- Continued coaching from APs
- Annual planning of weekly CPD sessions – staff to attend 2 sessions at least annually
- Continued non-directed support – Pedagogy Pulse, Teaching and Learning Strategy of the month and Pedagogy Partners
- Use of college-wide mentors as well as APs

The observation form and process has been modified following the meeting recently with the unions, who had expressed concerns regarding Learning Walks and this review was explained in the Paper. Penny Petch confirmed that the unions were now content with the modified process.

In particular, the wording of the 5KEs has been slightly amended to reflect more directly the criteria noted in the revised Education Inspection Framework. These modifications were described in detail in the Report and reflected the experience of the Deputy Principal in carrying out her first inspection recently as an accredited Ofsted Inspector.

Governor Questions

How quickly does teacher training start? Penny Petch advised that new staff undertake a level 3 award in year 1 introducing them to teacher training and then formal training starts in year 2. These trainees are assessed against recognised Teacher Training standards, which correlate with the College's standards and expectations.

A Governor noted that Construction (although this has improved), Health, Childcare and Access and Art & Media are below College average in observations meeting all 5KE. Penny responded that the data reflects the composition of the staff involved (new staff, staff changes, staff not fully teacher trained) where they require further training to improve their performance.

The Committee were reminded that, if the large majority of staff achieve all 5KEs, this doesn't mean Outstanding teaching is always taking place but it does mean the basic criteria of sound teaching is present in those lessons.

With changes to the new system and fewer observations, it was recognised that the College may see a decline in data outcomes, which may need to be considered in setting KPI targets.

The Chair observed that optimised data analysis disclosed that meeting all 5KE is only 69% at Level 1 and 83% at Level 2 and asked the College for a response to this information. The Deputy Principal confirmed that observations would concentrate on the relevant lessons at these levels to raise performance.

Susan Hughes noted that one staff member is struggling to meet 5KEs and has been for some time (3 years) – Alison Davies confirmed all reasonable steps, with HR guidance, are being utilised to raise the standard.

The Committee **NOTED** the Report.

635. ENGLISH AND MATHEMATICS

The Committee **RECEIVED** a Report from Alison Davies (Director of Curriculum, Moulsham Street) giving an overview of progress made in relation to English and Mathematics with a focus on attendance. This focuses on Intent, Implementation and **I**mpact mirroring the EIF.

Key Points:

- The curriculum is dictated by national policy
- The College meets and exceeds these requirements
- Delivery is well planned and sequenced and staff are appropriately qualified and have good teaching skills
- There is some extremely good practice in English and Mathematics teaching
- Outcomes were summarised in the Report with GCSE results in both English (38.9%, up 2.5pp) and maths (27.8%, up 3pp) increasing from the previous year and are both well above National Rates

(9.3pp and 7.0pp respectively. In **Functional Skills** English and Maths, the outcomes were 1pp lower in English at 66% and 8pp lower in Maths at 59% compared to last year

- All staff met 5KEs
- Reformed Functional skills delivered from September 2019
- Success with reformed GCSE qualifications
- Positive staffing picture (six of whom are examiners, one a lead examiner) – a strong and stable team providing real value added
- Student attendance remains patchy – Health Check audit in 2019 provided positive feedback on the actions the College is taking and noted the good practice compared to other institutions

The Paper provided to Members of the Committee expanded on these points and other aspects of English & Maths in greater detail.

Lisa Houghton gave more explanation on the Functional Skills performance and how improvements will be made to raise achievement rates. There is an issue with retention and attendance of these learners. There is a full Action Plan in place detailing steps being taken.

The Committee then **RECEIVED** a presentation from Lisa Houghton (Curriculum Area Manager) on the reformed Functional Skills.

Copies of the presentation were placed on the governors' portal. The key elements of the presentation were:

- English results are currently stronger than Maths results.
- There is greater strength of staff and more experience in the English team
- There has been this year a drop in results for Maths
- Dip in attendance for Maths
- Functional skills plugging the gap in attendance but has a big impact in retention
- Director of Information Services working on enrolment for new specification

In response to Governor questions, Lisa made the following comments:

- No specific action plan for Functional Skills – covered by overall Action Plan for the Department which is comprehensive and includes relevant actions for Functional Skills
- New assessment materials are being trialled to accommodate larger study groups
- Focus is on attendance and it is looking positive reflecting changes in timetabling
- Biggest concern is the changes to reformed qualifications especially in English

- Reformed FS will be recognised in the same way as GCSEs
- Maths team not as proactive as English
- Attendance at training for staff needs to be improved

The Committee congratulated the E&M to the team for the excellent 2018/19 results compared to past years.

The Committee **RECEIVED** the Report and **THANKED** Lisa for her presentation.

636. PREPARATION FOR T LEVELS

The Director of Learning Development & Inclusion **PRESENTED** a Report on progress made against the Industry Placement pilot scheme in 2018/19 and for the start of this year.

In addition, the Report covered the numbers of learners who undertook Work Related Experience during 2018/19.

The pilot scheme is a compulsory precursor to the launch of T Levels, where students are required to engage in Industry Placement opportunities for a minimum of 315 hours during the academic year. This work experience must be meaningful and relevant.

Highlights of the Report:

- 82 learners completed IP in 2018/19 against a target of 93, which compares well with other institutions
- Target for year 2 of the pilot is 254 learners
- Importance of preparing learners for employment is a key expectation of Ofsted
- All curriculum areas are applicable to IPs for 2019/20
- Two external groups involving staff have been established to support local Colleges (one by FEDEC and one by ESFA) in achieving the IP targets
- IPs 2020/21 likely to increase to 30% of the estimated Level 3 cohort
- Details of the Work Related Experience run by the College in the past few years was provided to Members – this relates to all Level 2 and 3 learners

The Deputy Principal repeated that the Curriculum Innovation & Steering Group in College is responsible for implementing T Levels at the operational level. It was noted that there is a need to establish governors' strategic role in T Levels e.g. a Governor Champion for this area.

It was noted that the Chair and Clerk attended a briefing on T Levels at a Governance Seminar last Friday and earlier that week, Doug Zeeman had attended a whole day workshop on T Levels. He prepared a Report on his attendance and the issues covered, which was circulated to all Members of the Committee. It will be discussed by Management and will be considered by the Curriculum & Innovation Steering Group, referred to above.

The Committee asked that T Levels (and Employer Engagement) be a session at the GDD on 9 February 2020 to review and discuss the reference already in the College Curriculum Plan. There will be a focus on governor involvement and oversight. The change to T Levels is fundamental to the College curriculum offer and delivery of education.

ACTION: CLERK

The Principal stated that significant pressure is being put on the College to be part of the pilot scheme in the next round in 2021/22. He noted that it will be a couple of years until T Levels become formally established.

Marco Iciek stated that some students undergoing Work Experience have been offered employment by the organisation involved and unfortunately have dropped out of the course. If this scenario happens, the college involved is being encouraged to get the students to complete their course.

Elaine Oddie queried whether, if a position is offered by the employer, then could the College not charge the employer a 'finder's fee'. This point has not been raised with the employers. The focus at present is on getting the students to complete their course.

The Chair asked if the Industrial Placements programme has affected achievement. Marco stated that, anecdotally, this may have had an effect but there is no hard evidence for this.

The Principal said that there is a significant impact of the Industrial Placement programme on learners. Many wish to hold down paid part time employment whilst at College and this creates real pressure on their time.

Alison Davies believes that T Levels are a real challenge for the students and the college with the difficulty of the new core content and the industry placement requirement. The future choice for students will be Apprenticeships, A Levels or T Levels. However, T Levels are not an entry means for University and it seems at present that large employers are not wholly convinced by the qualifications.

The Report was **NOTED**.

637. STUDENT SURVEY REPORT 2018/19

The Committee **RECEIVED** a Report from the Director of Learner Inclusion & Development covering the SPOC Survey 2018-19 (Student Perception of Course), Student Induction Survey (October 2019) and the FE Choices Survey 2019, supplemented by Learner Questions and Learner Voice meetings

The **SPOC Survey** was positive in 2017/18 with students' overall satisfaction continuing to rise to 82% (2017 80%). This rate was only 63% in 2016.

However, it was decided that the timing of the March 2019 for survey had not been well placed but to do it any later would impact on examination period, especially given the introduction of the reformed qualifications

It has been decided to undertake two SPOC surveys during 2019/20 – the first will be at Christmas following on from the Induction Survey and the second at the start of Term 3 before assessments/examinations take place.

This will provide an opportunity to track in-year changes in responses.

The **Student Induction Survey** took place recently and overall the survey produced a positive response of 85%, 1pp higher than last year.

The only two areas of low responses was 'how you will be assessed on your vocational course' (21% said no) and 'how to make a safeguarding report (19% said no)'. The Committee noted the significance of these poorer responses once again this year to these important questions.

These two aspects of induction will be revisited in the tutorial programme and students asked again later this year.

The Committee were provided were provided with an analysis of the survey by curriculum area and it was noted that the average positive responses were lowest in Electrical and Engineering (79%) and Business and Travel (79%).

A number of learner mentors were employed to support the learners for the first six weeks covering the extended induction period which included transition and it seemed to go very well.

The **FE Choices Survey** is conducted over a four month period and is a national quota survey. It has slightly improved but the results are still poor and in the lower end of the bottom quartile nationally. Also, the response rate is also poor. Disappointingly, the answer to the question 'would you recommend the College to a friend' is below the National Rate of 78%.

Marco said that there is a need for a fundamental review of this Survey as results suggest that the methodology being used could be improved.

The Principal observed that he was not convinced how critical this disappointing response rate is in a wider context of reputation and ability to recruit. The audience for this information seems very much to be the educational press which is not widely read by parents and students, if at all. Certainly, there is no evidence to suggest the results have affected the College's ability to recruit, as recruitment over the last two years has been very strong.

Regarding the response rate, it was confirmed that the Survey is targeted to a number of learners and does not cover all college learners. A Governor asked if that could be the problem and whether all students could be included. Marco indicated that the management of a whole student population Survey would pose challenges but it would be investigated.

The Committee noted the Actions planned following the outcomes of these Surveys including review by the Performance Review Boards, analysis by curriculum teams and sharing the results with learners to acquire suggestions for improvements from them.

The Committee was also updated with **Learner Voice Meetings** held during 2018/19 and **Learner Questions** put to learners periodically during the year.

Certain questions revolved around PDBW issues (Safeguarding, difference between stress and anxiety and reporting bullying) and the response in the affirmative was around 80%, in line with the overall average positive response of all the questions asked.

In addition, there were relatively more 'academic-focused' questions discussed this year.

Marco said that there was good engagement by learners during 2018/19.

The Committee **NOTED** the Report.

638. ANNUAL SAFEGUARDING REPORT 2018-19

The Director of Learner Development & Inclusion **PRESENTED** this Report to the Committee for consideration and comment. Production of this Report is an annual requirement of the College Safeguarding Policy and the Report is required to be approved by the full Board. The Report also covers Dovedale Nursery.

In addition, the College is required to comply with external requirements:

- Keeping Children Safe in Education
- Southend, Essex and Thurrock (SET) child protection Procedures
- Ofsted's 'Inspecting safeguarding in early years, education and skills settings

The College completed the Essex Schools and Colleges Safeguarding Audit in 2019 and achieved very high compliance. The Ofsted inspection in December 2017 rated Safeguarding in the College as Good.

The Committee was reminded of the staff who are Designated Safeguarding Staff in the College and the Professional Development which they undertake. In addition, all staff and governors have successfully achieved the Level 1 British Values qualification.

The Committee noted that there is a continuing rise in the number of safeguarding issues raised reflecting a five year upward trend. This includes issues such as mental wellbeing, personal safety, self-harm and family & home environment concerns.

The number of Safeguarding issues raised increased from 467 in 2017/18 to 540 in 2018/19, of which 46% were referred to the safeguarding lead for enhanced assessment and intervention, the remainder being dealt with within the curriculum teams. Thirty-eight matters were referred to external agencies, but there were no referrals under the Prevent/Channel guidelines.

It was noted that the raw figures are affected by the transfer of Safeguarding data from previous learning providers but, even if these are removed, then the figure still increased from 311 last year to 353 in 2018/19.

There are still issues with the transfer of learner data from schools to the College.

Susan Hughes remains the designated governor for Safeguarding and regularly attends Meetings of the College Safeguarding Committee which

met seven times during the year under the Chairmanship of the Director of Learner Development and Inclusion.

Other points made by Marco Iciek in response to governor comments:

- Guidance to schools around transferring of school records and relevance to current safeguarding needs
- Increase in self-harm and mental health issues of students
- Gang culture and 'County Lines'
- On-line safety and browsing of inappropriate pages on the internet

Key issues for the Safeguarding Committee have been identified as:

- Impact of employing Student Mentors
- Investigate the deployment of a Safeguarding App
- Introduction of the Mental Health Support Team (MHST) from January 2020
- Development of a process through which information on County Lines and other criminal exploitation can be disseminated to appropriate staff to aid prevention
- Liaison with government agencies (e.g County Council, Essex Police)
- Full review of the College's on line safeguarding and related systems to ensure no overlap or duplication
- Maintaining scrutiny over certain students who are of concern in possible criminal links
- All new staff are undertaking on-line Induction programmes

A Governor asked whether Princes Road campus is more at risk from possible criminal activity. Simon Drane said that there are issues from time to time with students from both Campuses but the greater physical activity at Princes Road has an effect. Nevertheless, the College is actively identifying potential issues and reacting more quickly. The changes in the configuration of the PR buildings has helped monitor students more easily.

The Committee **RECOMMENDED** that the Report be approved by the Board at its Meeting on 6 December 2019.

639. SELF-ASSESSMENT & IMPROVEMENT

Self-Assessment Report 2018-19

The Committee **NOTED** that all Governors were provided with a copy of the College Self-Assessment Report for 2018/19 at the Governors' Development Day on 18 October 2019. Since then, final achievement data has been inserted and some other minor amendments have been made.

The document is now complete. It has been loaded on to the Governors' portal.

As last year, the SAR is divided into two sections – a report detailing key judgements, key statistics and supporting evidence, presented in Ofsted-style format (reflecting the new Education Inspection Framework) and an Appendix providing the detailed numerical evidence.

The Deputy Principal advised that there had been some minor adjustments to the SAR and the Appendices due to final achievements being included but none of this impacted the original judgements made.

The Committee, having reviewed the final version of the Report, **RECOMMENDED** that the Report be approved by the Board at its Meeting on 6 December 2019.

ACTION: CLERK

College Improvement Plan 2019-20

The CIP for 2019/20 was **RECEIVED** by the Committee, discussed and **RECOMMENDED** that it be approved by the Board on 6 December 2019.

The Deputy Principal reminded Governors that the CIP continues to focus on the six priorities for the College and Senior Management responsibilities for the various actions in the Plan that are delineated. It provides a summary of the key actions which will continue the drive for improvement and the Committee will be updated on progress during the rest of this academic year.

The Plan incorporates proposed KPIs to bring about improvement in 2019/20 (pages 10 to 15 of the document). These targets were discussed by the Committee, having regard to achievement in 2018/19 and reasonable aspiration for the future. The document also included proposals for 2020/21.

Barbara Vohmann felt that priority 3 of the Plan regarding teacher assessment is difficult to ensure consistency and objectivity/robustness of evaluation. The Deputy Principal said, in line with the new EIF, the College must focus on assessing that students 'know more' and 'do more'.

Elaine Oddie queried why Level 2 16-18 study programmes and 19+ classroom based programmes targets for 2019/20 are lower than the most recent National Rate for our provider group. The Deputy Principal said that the College is working towards NR and recognises that there is a journey underway. Accordingly, targets need to be realistic but aspirational with an overall objective to reach National Rate in two/three years.

This point is to be reviewed by Management and possibly the targets revised in these two areas.

The Committee **RECOMMENDED** that the **Plan** including the **curriculum KPI targets** be approved by the Board at its Meeting on 6 December 2019, subject to reviewing the targets noted above.

ACTION: CLERK

Implementation of the CIP 2018/19 and interventions proposed for 2019/20

The Committee **RECEIVED** detailed documents from the Directors responsible for the implementation of the CIP – Marco Iciek (Learner Development and Inclusion), Alison Davies (16-19 Study Programmes) and Simon Drane (Adult Study Programmes). Each Director leads on an area. These plans have been reviewed by the Senior Management Team.

The Report covered the impact of **interventions in 2018/19** (Health and Social Care, Engineering and Apprenticeships) and proposals for interventions in 2019/20 (Health and Social Care and Child Care). There will be a focus on maintaining improvements made in Engineering and Apprenticeships.

The Chair observed that the Health & Social Care intervention plan last year did not seem to be effective and that outcomes were unsatisfactory/inconsistent. She wanted to know how the college could ensure rapid improvement. Alison Davies said that all approaches and actions tried, had not been successful so far and the College is thinking through new approaches.

Some of the issues are linked to reformed qualifications with controlled assessments and Alison gave a detailed explanation on all the relevant factors which impacted the poor performance.

The Committee was concerned about a number of curriculum areas which reported a decline in outcomes in 2018/19. They also noted that retention continues to be an important priority. The Committee were informed that there were identifiable reasons for the declines, which are being addressed through the CIP and Curriculum & Innovation Steering Group.

In other areas, Curriculum Managers have produced an improvement plan and target qualification achievement rates for 2019/20. These will be continually monitored by the Performance Review Boards during the year at their regular meetings to ensure standards are maintained to deliver high 'quality of education'.

After consideration, the conclusion is that focus should be on the two weakest curriculum areas in the College – Health and Social Care and Child Care. Alison Davies will lead on these areas and ensure there is a firm challenge to the curriculum staff.

Meanwhile, Simon Drane will focus on maintaining the improvements made in Engineering and Apprenticeship provision.

Some other areas (e.g Sport) will be on a 'watch' list for timely intervention where identified.

The Committee sought clarity regarding recruitment and ensuring students are placed on the right courses. The Deputy Principal confirmed that this is a clear and strong focus by staff with students at the recruitment stage to ensure student expectations are clearly and carefully managed. If necessary, students are redirected to a course more suitable for them.

The Principal said that Governors' need to be satisfied why there is only one area for formal intervention this year. Furthermore, Governors need to know where quality is good, is satisfactory, is not good and action being taken.

It was **AGREED** that there will be a session exploring this concept more fully at the Governors' Development Day, which will include giving consideration to appointing Governor Champions for curriculum areas. These Champions would attend PRBs on occasion and the annual validation of the SAR in their area.

ACTION: CLERK

The Committee **RECEIVED** the Report, noting the areas identified for specific interventions during 2019/20 and requested it is regularly updated on progress and successes at the remaining two meetings of this Committee.

640. RISK REGISTER AND KEY PERFORMANCE INDICATORS

The Principal and the Director of Information Services **PRESENTED** the updated (to October 2019) **College Risk Register** in respect of curriculum related issues, which was **NOTED**.

The Senior Leadership Team reviews the Register weekly. The current full detailed Risk Register is placed on the governors' portal.

There are no RED risks. There are 6 AMBER risks:

- Embedding English and maths
- Impact from staff performance intervention
- Statutory safeguarding duty
- PREVENT and adult learners
- Safeguarding Adults
- Student Retention

The Report detailed the AMBER and GREEN risks and the current position mitigating/addressing the risks in question.

The Committee asked that T Levels and their implementation be added as a further AMBER risk and also Health & Social Care, which is part of the 2019/20 intervention programme.

As stated above, the differentiation between risks 24 and 10 is to be clarified.

ACTION: DH

The Director of Information Services proposed a set of **Key Performance Indicators** relating to curriculum issues (achievement, retention, attendance) which were discussed. It was felt that targets were both realistic and aspirational. It was noted that the targets set are higher than the outturn for 2018/19.

However, Management was asked to review the proposed targets for Level 2 16-18 study programmes and Level 2 19+ classroom based programmes and to add a target for learners whom are known to be Young Adult carers (around 30).

In addition, governors wanted the KPI for Apprenticeships reassessed as the target for 2019/20 is proposed to be lower than the actual outturn for 2018/19 by 2 pp (75% against 77%) – this is felt to be inconsistent with maintaining the focus on achievement in Apprenticeships.

ACTION: CW/ME

It was noted that Ethnic Group – Caribbean achieved above target in 2018/19 (89% against 83%) but it was felt that the target should remain at 83%.

The Committee **RECOMMENDED** that these KPIs be approved by the Board at its Meeting on 6 December 2019, once the points above have been addressed.

ACTION: CLERK

641. ANALYSIS OF COMPLIMENTS AND COMPLAINTS 2018/19

The Director of Curriculum, Moulsham Street presented an Analysis of the above for the information of the Committee.

A total of 21 formal complaints had been received for the year (previous year 29) and were all dealt with in accordance with the College Complaints Policy. No complaints were escalated to the ESFA for further investigation and action.

The majority of complaints (10) came from neighbours, litter, parking, behaviour of students. However, it is recognised that the number of complaints is small.

To date this year, there have been six complaints which have been concluded.

The College received compliments during the year concerning letters of appreciation to the College and staff for the support they received, prompt attention to queries and issues, excellent support for students, outstanding commitment by teachers, professionalism and skills of catering students and the five star Google review for Dovedale Nursery.

A Governor queried why the cancellation of the Ofsted pilot due to a complaint was not mentioned in the Report. The Principal responded that the Ofsted complaint went to the Local Authority, had mentioned other educational establishments, as well as the College, and the LA dealt with the matter.

Nevertheless, the Committee asked that the Report be amended noting that the complaint was relating to education in Chelmsford.

The Report was **NOTED**.

642. COMMITTEE MATTERS

Governor Visits (verbal)

The Clerk **REPORTED** that there had been a number of visits since those reported at the last Board Meeting on 27 September 2019:

- 28 October – Doug Zeeman attended a seminar in London on the new T Levels
- 18 October – All governors attended the Governors’ Development Day at Moulsham Street
- 1 November – Sarah Noble and the Clerk attended an AoC/ETF Regional Governance seminar in London, which included sessions on T Levels and the new Ofsted EIF in practice

Committee Self-Assessment 2018/19

The Clerk **PRESENTED** a Report on the Committee Self-Assessment process for the 2018/19 year.

The average grade awarded by the seven governors responding was 1.67 (2017/18 1.66), which is virtually the same as last year and represents a rating above Good and almost halfway towards Outstanding.

The Committee felt that it had made a difference at both a qualitative and quantitative level in scrutinising Teaching Learning & Assessment, contributing to the College’s long term improvement and in generally raising standards.

The Committee were keen to continue receiving presentations on key curriculum areas and curriculum issues at meetings and at Governors’ Development Days. The Clerk will continue to advise Governors of any relevant external courses on curriculum subjects.

The Committee discussed means to broaden their understanding (and that of other governors) of College activity in curriculum areas.

The following steps were **AGREED:**

- Invite CAMs in intervention areas to attend either a future Meeting of the Committee or, to allow more time for discussion with them, to a twilight session devoted just to this aspect
- Consider appointing Governor Champions for curriculum areas
- Invite those Champions to Performance Review Boards during the year in the particular discipline
- Invite those Champions to Self-Assessment Report validation Meeting for those curriculum areas
- The Chair (or another governor) to attend whole College SAR validation

ACTION: CLERK

Review of Terms of Reference and Compliance with Terms of Reference

Members were asked if they considered any changes required to the Committee's Terms of Reference as part of the Self-Assessment referred to above and all replies were in the negative.

The Committee **RECOMMENDED** that the Terms of Reference of the Committee be approved by the Board at its Meeting on 6 December 2019.

The Committee **NOTED** that the Committee had complied with its own Terms of Reference during 2018/19 as evidenced by a document prepared by the Clerk for review.

643. ANY OTHER BUSINESS

There were no matters of Any Other Business.

644. DATES OF NEXT MEETINGS

Tuesday 25 February 2020 at 2 pm
Tuesday 12 May 2020 at 2 pm

There being no further business, the Meeting terminated at 5.00 pm.

Signed.....Date.....